JOURNAL OF
Experimental Child Psychology

EDITOR
Hayne W. Reese

ASSOCIATE EDITOR
Lynn S. Liben

EDITORIAL BOARD

John M. Belmont
Bennett I. Bertenthal
David F. Bjorklund
Stephen J. Ceci
Karen C. Fuson
Robert V. Kail
Stan A. Kuczaj II
Robert B. McCall
Kathleen A. McCluskey
Nora S. Newcombe
Peter A. Ornstein
Willis F. Overton
David S. Palermo
Charles A. Perfetti
Milton E. Rosenbaum
Laura Schreibman
Alexander W. Siegel
Keith E. Stanovich
Thomas J. Tighe

Volume 41, 1986

ACADEMIC PRESS, INC.
Harcourt Brace Jovanovich, Publishers
San Diego Orlando New York Austin Boston
London Sydney Tokyo Toronto

Copyright © 1986 by Academic Press, Inc.
ALL RIGHTS RESERVED

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy recording, or any information storage and retrieval system, without permission in writing from the copyright owner.

The appearance of the code at the bottom of the first page of an article in this journal indicates the copyright owner's consent that copies of the article may be made for personal or internal use, or for the personal or internal use of specific clients. This consent is given on the condition, however, that the copier pay the stated per copy fee through the Copyright Clearance Center, Inc. (27 Congress Street, Salem, Massachusetts 01970), for copying beyond that permitted by Sections 107 or 108 of the U. S. Copyright Law. This consent does not extend to other kinds of copying, such as copying for general distribution, for advertising or promotional purposes, for creating new collective works, or for resale. Copy fees for pre-1986 articles are as shown on the article title pages; if no fee code appears on the title page, the copy fee is the same as for current articles.

0022-0965/86 $3.00

MADE IN THE UNITED STATES OF AMERICA

Contents of Volume 41

Number 1, February 1986

Richard Potts, Aletha C. Huston, and John C. Wright. The Effects of Television Form and Violent Content on Boys' Attention and Social Behavior 1

Donna Cox and Harriet Salatas Waters. Sex Differences in the Use of Organization Strategies: A Developmental Analysis 18

Paul Light and Teresa Foot. Partial Occlusion in Young Children's Drawings .. 38

Marc H. Bornstein, Sharon J. Krinsky, and April A. Benasich. Fine Orientation Discrimination and Shape Constancy in Young Infants 49

Charles Hulme, Joanne Silvester, Sally Smith, and Clare Muir. The Effects of Word Length on Memory for Pictures: Evidence for Speech Coding in Young Children 61

Elizabeth S. Ghatala, Joel R. Levin, Michael Pressley, and Diane Goodwin. A Componential Analysis of the Effects of Derived and Supplied Strategy-Utility Information on Children's Strategy Selections 76

Dominic W. Massaro, Laura A. Thompson, Brigid Barron, and Elizabeth Laren. Developmental Changes in Visual and Auditory Contributions to Speech Perception 93

Karen Horobin and Linda Acredolo. The Role of Attentiveness, Mobility History, and Separation of Hiding Sites on Stage IV Search Behavior 114

J. Keith Humphrey, Diane E. Humphrey, Darwin W. Muir, and Peter C. Dodwell. Pattern Perception in Infants: Effects of Structure and Transformation ... 128

Brian P. Ackerman. The Relation between Attention to the Incidental Context and Memory for Words in Children and Adults 149

Elizabeth Pugzles Lorch and Donna G. Horn. Habituation of Attention to Irrelevant Stimuli in Elementary School Children 184

John E. Obrzut, Carol A. Boliek, and Ann Obrzut. The Effect of Stimulus Type and Directed Attention on Dichotic Listening with Children 198

Number 2, April 1986

Keith Rayner. Eye Movements and the Perceptual Span in Beginning and Skilled Readers 211

Beatrice Priel and Scania de Schonen. Self-Recognition: A Study of a Population without Mirrors 237

Fujime Yoshida and Kazuhiro Kuriyama. The Numbers 1 to 5 in the Development of Children's Number Concepts 251

Russell J. Adams, Daphne Maurer, and Margaret Davis. Newborns' Discrimination of Chromatic from Achromatic Stimuli 267

JUDITH A. BOWEY. Syntactic Awareness in Relation to Reading Skill and Ongoing Reading Comprehension Monitoring 282

PETER LAZZARO AND HAROLD COOK. Dimensional Salience and Speeded Sorting of Orientation by Kindergarten and Fourth-Grade Children 300

JANET L. MCDONALD. The Development of Sentence Comprehension Strategies in English and Dutch 317

BRIAN P. ACKERMAN. Referential and Causal Coherence in the Story Comprehension of Children and Adults 336

DAVID F. BJORKLUND AND JEAN E. BERNHOLTZ. The Role of Knowledge Base in the Memory Performance of Good and Poor Readers 367

NUMBER 3, JUNE 1986

BEATE SODIAN, WOLFGANG SCHNEIDER, AND MARION PERLMUTTER. Recall, Clustering, and Metamemory in Young Children 395

HILARY HORN RATNER, BRENDA S. SMITH, AND SUSAN A. DION. Development of Memory for Events 411

R. J. IRWIN, J. A. STILLMAN, AND A. SCHADE. The Width of the Auditory Filter in Children 429

JOSEPHINE V. BROWN, MICHELLE M. SEPEHR, GEORGE ETTLINGER, AND WOLFHARD SKRECZEK. The Accuracy of Aimed Movements to Visual Targets during Development: The Role of Visual Information 443

H. LEE SWANSON. Do Semantic Memory Deficiencies Underlie Learning Disabled Readers' Encoding Processes? 461

MAGGIE SNOWLING, NATA GOULANDRIS, MARIA BOWLBY, AND PETER HOWELL. Segmentation and Speech Perception in Relation to Reading Skill: A Developmental Analysis 489

BRIAN P. ACKERMAN. Children's Use of "Extra-List" Cues to Retrieve Theme and Category Episodic Information from Memory 508

MARC MARSCHARK, SUE A. WEST, LYNN NALL, AND VICTORIA EVERHART. Development of Creative Language Devices in Signed and Oral Production 534

MICHELLE E. COHEN, HOWARD S. HOFFMAN, AND ENDLA K. ANDAY. Reflex Augmentation of a Tap-Elicited Eyeblink: The Effects of Tone Frequency and Tap Intensity 551

ACKNOWLEDGMENT 559

AUTHOR INDEX FOR VOLUME 41 562

The Subject Index for Volume 41 will appear in the December 1986 issue as part of a cumulative index for the year 1986.

INFORMATION FOR AUTHORS

The *Journal of Experimental Child Psychology* is devoted primarily to reports of significant empirical research concerned with expanding our psychological knowledge of the child. Other kinds of manuscripts, including critical reviews, theoretical contributions, and short notes on methodological issues and innovative apparatus, will also be considered but will be reviewed with particular focus upon their value as stimulants to research of substantial importance in the field of child psychology. Manuscripts concerning special populations of children should address normal developmental processes as well as providing data on special populations. In all cases, the review of manuscripts is based on methodological adequacy, evidence of replicability of results, theoretical import, and clarity of presentation. Reports of multiple experiments focused on a problem of theoretical interest are encouraged. There is no page charge for publication. If authors chooses, they may delete their names and other identifying information from two copies of manuscripts submitted and these copies will be used for review. Original papers only will be considered. Manuscripts are accepted for review with the understanding that the same work has not been and will not be nor is presently submitted elsewhere, and that its submission for publication has been approved by all of the authors and by the institution where the work was carried out; further, that any person cited as a source of personal communications has approved such citation. Written authorization may be required at the Editor's discretion. Articles and any other material published in the *Journal of Experimental Child Psychology* represent the opinions of the author(s) and should not be construed to reflect the opinions of the Editor(s) and the Publisher.

Authors submitting a manuscript do so on the understanding that if it is accepted for publication, copyright in the article, including the right to reproduce the article in all forms and media, shall be assigned exclusively to the Publisher. The Publisher will not refuse any reasonable request by the author for permission to reproduce any of their contributions to the journal.

Four copies of each manuscript and each figure or table should be sent to **Dr. Hayne W. Reese, Department of Psychology, West Virginia University, Box 6040, Morgantown, West Virginia 26506-6040.**

A fifth copy should be retained by the author. Manuscripts must be double-spaced throughout. Reproduced copies of the manuscript will be accepted only if they are of high quality. Each manuscript must include a concise abstract, preferably not exceeding 100–150 words, which will appear after the title and author's name in the published article. In most papers this abstract will obviate the need for a summary. Authors are requested to follow the specifications of the *Publication Manual of the American Psychological Association* (3rd ed.), including the *Guidelines for Nonsexist Language in APA Journals,* in preparing their manuscripts.

Figures and Tables. Figures should be numbered consecutively with Arabic numerals in order of mention in the text; each figure should have a descriptive legend. Legends should be typed together on a separate sheet, double-spaced. All illustrations should be in finished form ready for reproduction. A convenient size for drawings is 8½ × 11 inches (21 × 27.5 cm). Drawings should be made with India ink on tracing linen, smooth surface white paper, or bristol board. Graph paper if used should be ruled in blue. Grid lines that are to show in the final engraving should be inked in black. Sharp, clear glossy prints of figures are acceptable. Illustrations in color can be accepted only if the authors defray the cost.

Tables should be typed on separate pages, numbered consecutively with Arabic numerals in order of mention in the text. All tables should have descriptive headings, typed (double-spaced) above the table.

Literature references in the text should be cited by author's surname and the year of publication, e.g., Smith (1980); Smith et al. (1979); Smith and Jones (1961, p. 250) (for references to a specific page); (Smith & Jones, 1982) (ampersand for references in parentheses). If a reference has more than two authors, the citation includes the surnames of all authors at the first mention, but later citations of the same reference include only the surname of

the first author and the abbreviation "et al." Suffixes *a, b,* etc., should be used following the date to distinguish two or more works by the same author(s) in the same year, e.g., Smith (1960a, 1960b). Parenthetical literature citations in the text should be arranged alphabetically according to the surname of the author.

Journal titles should be written out in full according to the form followed in the *Psychological Abstracts*.

The desired style of capitalization and punctuation in references is apparent in the following examples:

American Psychological Association (1983). *Publication manual of the American Psychological Association* (3rd ed.). Washington, DC: Author.

Brim, O. G., Jr., & Ryff, C. D. (1980). On the properties of life events. In P. B. Baltes & O. G. Brim, Jr. (Eds.), *Life-span development and behavior* (Vol. 3, pp. 367–388). New York: Academic Press.

Cousins, J. H., Siegel, A. W., & Maxwell, S. E. (1983). Way finding and cognitive mapping in large-scale environments: A test of a developmental hypothesis. *Journal of Experimental Child Psychology,* **35,** 1–20.

Reprints: Fifty gratis reprints of each article are supplied and additional copies may be ordered.